

# Unit Topic: How did Geography Affect the Economy of the Colonies

Team Name: Colonial Connectors

## Teaching American History Lesson Plan

Shelly Greene

Russellville Middle School

### 1. Organizing Theme:

The students will learn about the effects geography has on the economy of a region.

### 2. Targeted Standards: (KY Core Content, Program of Studies, Academic Expectations)

**Economics** - Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

#### Academic Expectations

**2.18** Students understand economic principles and are able to make economic decisions that have consequences in daily living.

#### Program of Studies:

##### Understandings

##### **SS-8-E-U-1** (3.1.1 CC)

Students will understand that the basic economic problem confronting individuals, societies and government in the development of the United States prior to Reconstruction was scarcity; as a result of scarcity, economic choices and decisions were made.

##### **SS-8-E-U-2** (3.2.1 CC) → **E-S-1**

Students will understand that the development of the American economic system, institutions and markets prior to Reconstruction helped individuals, groups, and governments achieve their goals and impacted life in the United States.

##### **SS-8-E-U-4** (3.4.1 CC)

Students will understand individuals, businesses and the government of the U.S. prior to Reconstruction made economic decisions about the use of resources in the production, distribution and consumption of goods and services.

#### Program of Studies: Skills and Concepts

##### **SS-8-E-S-1** (3.1.1, 3.2.1 CC)

Students will demonstrate an understanding of the nature of limited resources and scarcity in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet): explain how scarcity required individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)

##### **SS-8-E-S-2** (3.2.2, 3.4.1. CC)

Students will investigate the production and distribution of goods and services in the United States prior to Reconstruction:

- a) examine ways in which basic economic questions about the production, distribution and consumption of goods and services were addressed
- b) explain how resources were used to produce goods and services and how profit motivated individuals and groups to take risks in producing goods and services analyze how new knowledge, technology/tools and specialization influenced productivity of goods and services

#### Economics Core Content

##### **SS-08-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used. DOK 2

##### **SS-08-3.2.1**

Students will describe the economic system that developed in the United States prior to Reconstruction. DOK 2

##### **SS-08-3.4.1**

*Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2*

<p><b><u>SS-8-E-U-3 (3.4.3 CC)</u></b> Students will understand that the United States government and its policies played a major role in determining how the U.S. economy functioned prior to Reconstruction.</p>	<p><b><u>SS-8-E-S-1 (3.4.3 CC)</u></b> Students will demonstrate an understanding of the nature of limited resources and scarcity in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet):  <b>a.</b> analyze cause-effect relationships among financial decisions by individuals and groups and historical events  <b>SS-8-E-S-3</b> Students will analyze inter - dependence of economic activities among individuals and groups in the United States prior to Reconstruction</p>	<p><b><u>SS-08-3.4.3</u></b> Students will explain how personal, national and international economic activities were <u>interdependent</u> in the U.S. prior to Reconstruction .DOK 2</p>
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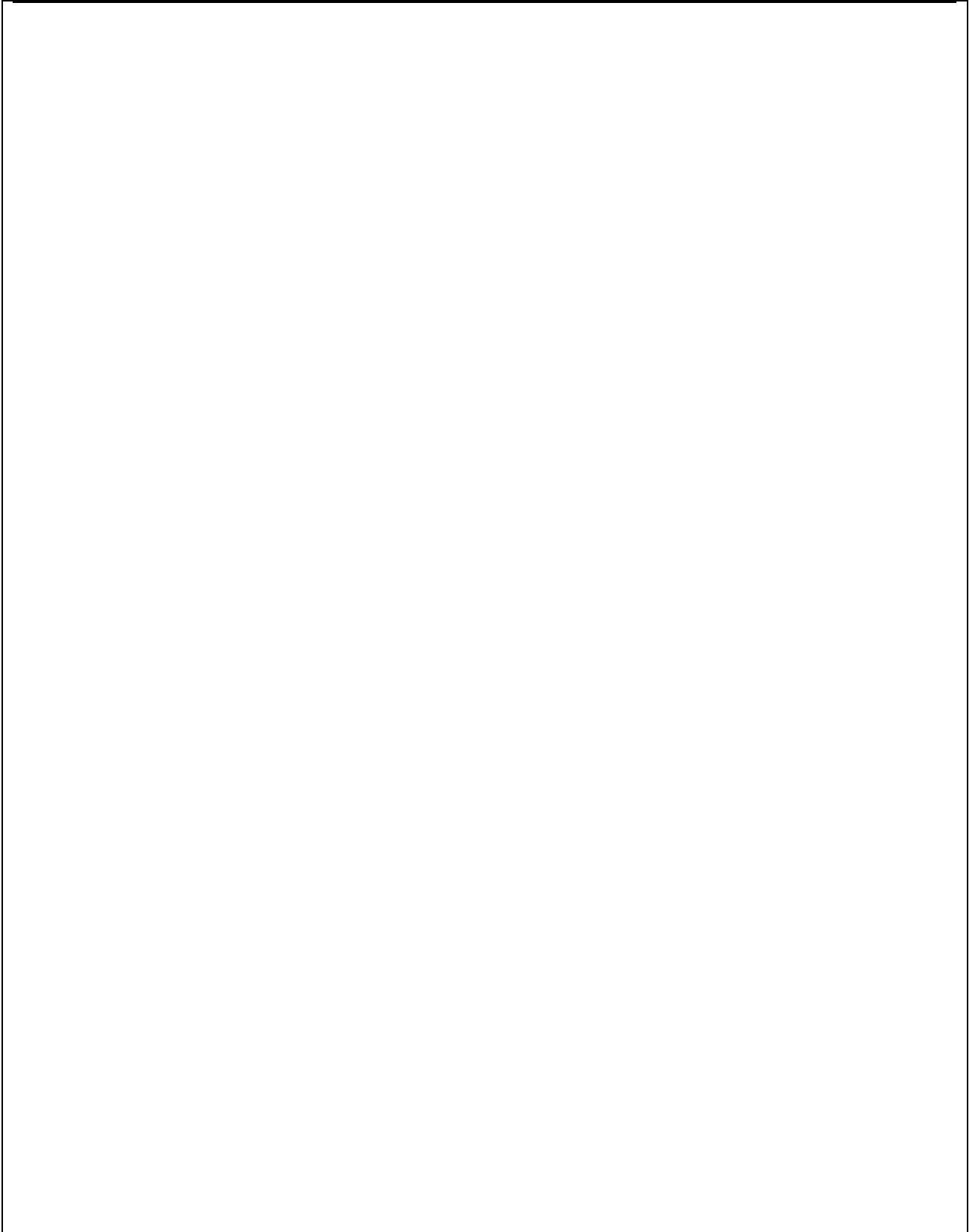
## Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### Academic Expectations

**2.19** Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

<p><b>Program of Studies: Understandings</b></p> <p><b><u>SS-8-G-U-3(4.1.1, 4.2.1,4.4.3, &amp; 4.4. 4 CC)</u></b> Students will understand that regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.</p>	<p><b>Program of Studies: Skills and Concepts</b></p> <p><b><u>SS-8-G-S-2( 4.1.1, 4.2.1,4.4.3 &amp; 4.4.4 CC)</u></b> Students will investigate regions of the Earth's surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):<b>a)</b> explain relationships between and among physical characteristics of regions and how they were made distinctive by human characteristics (e.g., dams, roads, urban centers); describe advantages and disadvantages for human activities (e.g., <b>b)</b> exploration, migration, <b>c)</b> trade, settlement) that resulted  <b>SS-8-G-S-3</b> Students will investigate interactions among human activities and the physical environment in the United States prior to Reconstruction: <b>analyze</b> cause-effect relationships between and among natural resources and political, social, and economic development</p>	<p><b><u>Geography Core Content</u></b></p> <p><b><u>SS-08-4.1.1</u></b> Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction. DOK 3</p> <p><b><u>SS-08-4.2.1</u></b> Students will describe how <u>regions</u> in the U.S. prior to Reconstruction were made distinctive by <u>human characteristics</u> (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).DOK 2  <b><u>SS-08-4.4.3</u></b> <i>Students will explain how the <u>natural resources</u> of a place or region impact its political, social and economic development in the United States prior to Reconstruction.</i></p>
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### 3. Critical Vocabulary

Vocabulary: geography, region, climate, weather, timberline, currents, subsistent farming, export, import, artisan, triangular trade route, urban rural, Tidewater, indentured servant, enslaved persons, geographic barriers, Middle Passage, slave codes, cash crops, Conestoga wagon, apprentice, frontier, mercantilism, Navigation Acts, economy, supply and demand, opportunity cost, barter, scarcity.

#### 4. Essential Questions:

**Essential Question:** How did the geography affect the economy of the English Colonies in America?

**Guided Question 1:** What is the geography like in the New England colonies, Middle colonies, Southern colonies and on Frontier?

**Guided Question 2:** How and why did the geography affect the economy of the New England colonies, Middle colonies, Southern colonies and Frontier?

#### 5. The Unit Hook

Say to the students:

1. Take a look at yourself and list 5 specific examples of how geography has told you what to do today.

Examples might include: 1.food they ate 2.what they are wearing 3. air conditioning or heating 4. housing

2. Display an old county map to the students. Ask the students where they would locate and why? How would they make a living? How would they provide for their families?

3. Make sure the students understand that geography controls almost all aspects of their lives. This can lead into a discussion what kind of job their parents have and why their jobs are located in that area.

3. Explain how geography can affect the economy of an area by using the examples of the students' parents' occupations.

## 6. Strategies and Activities

Activity: After studying the geographic regions of the United States, the students will divide into four groups. Each group will have a section of the colonies to research. The sections will be the New England colonies, Middle colonies, Southern colonies and the Frontier. The students will determine what kind of geography region these colony areas are located within and how the geography affected the settlers' economy.

This activity is a great activity for students to research information from the computer plus present their information to other students. The suggested time period for this activity in the computer lab would be about three to four days. This will depend on the reading level and computer experience of the students in each class. After they have completed their Power Points, the students can present what they have learned to the rest of the class about the geography affecting the economy of their colony area.

## **The Effects Geography had on the Economy of the English Colonies**

The students will research their area and answer the following outline.

- I. The geography and climate of the \_\_\_\_\_ colonies.
  - A. The region or regions of the \_\_\_\_\_ colonies
    1. Identify each independent colony in the \_\_\_\_\_ colonies.
    2. Describe the region of these colonies.
    3. Describe the land form of these colonies.
    4. Identify the major waterways of these colonies.
    5. Identify the natural resources of these colonies.
    6. Find a primary source that will describe the colony area.  
(examples: maps, diary, or other primary sources left from the colonial times).
  - B. The climate and weather of the \_\_\_\_\_ colonies
    1. Describe the climate of these colonies.
    2. Describe the weather of these colonies.
    3. Describe the length of the seasons in these colonies.
- II. What effects the economy of the \_\_\_\_\_ colonies.
  - A. Give specific examples of how these elements (1-5) effect the economy in an area. ( examples: New England port cities, Middle colonies “mixed,” Southern Plantations)
    1. Describe how the region affects the economy.
    2. Describe how the landform affects the economy.
    3. Describe how natural resources affect the economy.
    4. Describe how the weather and climate affects the economy.
    5. Describe how the seasons affect the economy.

III. The economy of the \_\_\_\_\_colonies.

A. Explain what resources contributed to the economy of the \_\_\_\_\_ colonies.

- 1.
- 2.
- 3.

B. Explain where these resources are located.

- 1.
- 2.
- 3.

C. Explain why the people of \_\_\_\_\_colonies utilize these resources to develop their economy.

- 1.
- 2.
- 3.

D. Find primary sources about the economy of this colony.

IV. Conclusion

Determine why the geography effects the economy of your colonial area. Give specific examples.



## 7. Continuous Assessment (rubrics attached)

### Scoring Guide for the Power-Point Presentation on: **The Effects Geography had on the Economy** **of the English Colonies**

The scoring guide will help the students understand what is expected from their PowerPoint presentations. Each number will be worth 10 points for a total of 100 points.

Name of colony \_\_\_\_\_

Group members' names \_\_\_\_\_

	<u>Points</u>
1. Introduction ( introduce your colony and group)	_____
2. Presentation ( delivery)	_____
3. Organization ( following the outline)	_____
4. Visual appealing	_____
5. Correct information	_____
6. Creativity	_____
7. Vocabulary or terms	_____
8. Knowledge of content (specific information)	_____
9. Primary sources	_____
10. Conclusion	_____
Total Points	_____

**Open Response: How Geography Affected the Economy of the Colonies**

Geography has determined the way people lived and survived. The New England colonies, Middle colonies, Southern colonies, and frontier geography affects the economy (or the way they provide for their needs) of their region in many ways.

- A. Identify one colonial region and describe its geography.
- B. Describe how the geography of the colony affected the economy of that region. Use specific examples.
- C. Explain how geography has affected the economy in your local area. Use specific examples.

DOK 1, DOK 2, DOK 3

The Rubric for the Open Response on  
**How Geography Affected the Economy of the Colonies**

**4 Distinguished**

The students will identify and describe the geography of a colony. Their description will have several specific examples of how the geography affected the economy of that colony. Students will give specific real-life examples of how geography affects the economy of their own region today. Their answers will be well-written and organized, using many vocabulary words.

**3 Proficient**

The students will identify and describe the geography of a colony. The description will have specific examples of how the geography affected the economy of that colony. The students will give specific, real-life examples of how geography affects the economy of their own region today. Their answer will be well-written and organized while using many vocabulary words.

**2 Apprentice**

The students will identify and describe the geography of a colony. They will describe how the geography affected the economy of that colony. The students will give a real life example of how geography affects the economy of their own region today. Their answer will be less organized while using only a few vocabulary words.

**1 Novice**

The students have little knowledge of the content or did not answer the question.

## 8. Resources

The students will need access to a computer lab or individual computers. They will also need access to a large screen and projector to present their power-points from the computer.

Media Center

Computer Lab

Student Book

### Books

Daily Life on a Southern Plantation 1853 by Paul Erickson  
(ISBN:0140566686)

The Ox Cart Man by Donald Hall (ISBN:0140504419)

If You Lived in Colonial Times, by Ann McGovern (ISBN:0-590-45160-x)

United Streaming: New titles are added yearly, you will need to check the website for updates.

### Websites:

[www.ask.com](http://www.ask.com)

[www.history.org](http://www.history.org)

[unitedstreaming.com](http://unitedstreaming.com)

[www.google.com](http://www.google.com)

[www.studyzone.org](http://www.studyzone.org)